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ABSTRACT

This junior high teaching unit, Career Center Activities, is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is divided into two parts. Part 1 contains a variety of interest inventories, worksheets, and evaluation forms. Part 2 consists of a collection of individualized task cards grouped by subject/content area to guide students in identifying individual vocational interests. This is one of five units in the series applicable to all twelve career clusters. (For other junior high units see CE 025 738-765.) (LRA)

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OFFICE OF CLAUDE V. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE

#22

A CAREER EDUCATION UNIT FOR JUNIOR HIGH SCHOOL

CAREER CENTER ACTIVITIES
(WITH SUBJECT AREA TASK CARDS)
A LINK TO ALL TWELVE CAREER CLUSTERS

DE 025 758

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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September, 1977

A CAREER UNIT FOR JUNIOR HIGH SCHOOL

CAREER CENTER ACTIVITIES

A LINK TO ALL TWELVE CAREER CLUSTERS

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JUL 2 1 1980

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

Patricia Alexander
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A CAREER UNIT FOR JUNIOR HIGH SCHOOL

CAREER CENTER ACTIVITIES
(WITH SUBJECT AREA TASK CARDS)

A LINK TO ALL TWELVE CAREER CLUSTERS

RATIONALE

This unit provides materials which can be used in the career center or library to help junior high students explore career possibilities, both on a general level and in the content areas.

Part I contains a variety of interest inventories, worksheets and evaluation forms. These sheets are appropriate for individual or large group use, and can be used in the classroom as well as the career center, library or counseling office.

Part II of the unit consists of a collection of individualized task cards which have been loosely grouped under subject/content area categories. The activity cards focus on simple, short, individualized tasks that can be used in a variety of subject matter areas.

GOALS

The activities and ideas included in this unit are designed to help students attain the following goals:

-To develop a positive self-attitude in each student by creating an awareness of his/her developing talents, values and interests as they relate to the world of work.

-To develop decision-making skills.

-To develop an awareness of the variety of careers in the world of work and to explore many of these occupations in a general way.

PERFORMANCE OBJECTIVES

Upon completion of activities in this unit, students will:

1. Demonstrate, orally or in writing, positive attitudes about themselves as they relate to the world of work.

2. Demonstrate the ability to choose courses of study in junior and senior high school which are positively related to their interests.

3. Demonstrate, orally or in writing, understanding of the relationship between career choice and personal satisfaction.

INSTRUCTIONAL STRATEGY

This curriculum unit has been designed for use by a class, small group, or individual student. So that the materials can be easily duplicated for individualized instruction, all learning activities are written for the student. Activities designated ALL are intended to provide factual information; those designated YOUR CHOICE have been included to provide experiential activities which draw upon this background. This technique also provides an opportunity to put decision-making skills into action in the classroom, a process important to career development.

EVALUATION

It is important to evaluate the effectiveness of this unit in terms of the learning that takes place as well as reactions of the learner. A sample inventory has been provided, which can serve to both introduce the unit and assess its affectiveness, or the teacher may wish to develop his/her own.

INSTRUCTIONAL RESOURCES

All of the resources of the career center or library should be made available to students participating in this unit. The Occupational Outlook Handbook, occupational briefs, filmstrips and career books and pamphlets will be important resources.

AVAILABLE IN INSTRUCTIONAL RESOURCES CENTER (IRC): OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS:

MP 2462	Your Job: Finding the Right One (9-12)
MP 699	After High School, What? (8-12)
MP 2683	Revolution in Relevance (9-12)
FS 1186	What Good Is School? (7-12)

COMMUNITY RESOURCES

Contact Janet Wells, Career Education Resource Teacher, Office of Kern County Superintendent of Schools, 834-3700 for possible scheduling of Mobile Career Center.

STUDENT ACTIVITY RECORD

Name_____

Grade_____

Write the date on which each activity was completed on the line beside the activity. Keep all written work in this folder.

Pretest	Score:
Educational Planning Sheet (grades 7-8)	
Educational Planning Sheet (grade 9)	
Test Your Own Career Aptitudes	
Career Development Test (grades 7-8)	
As Others See Me	
Learning From a Guest Speaker	
How Are Your Work Habits?	
Looking at Career Clusters	
Investigating Careers	
Questions Frequently Asked	
Investigating Careers Through Books	
Personal Data Sheet	
Sample Application Form	
Task Cards: List subject, number and date completed:	
Post Test*	Score:

*Written reaction or discussion of post test.

PART I - INVENTORIES, WORKSHEETS, EVALUATION FORMS

8

EDUCATIONAL PLANNING SHEET - GRADES 7-8

Name _____ Date _____

1. My educational goals are: _____

2. In what subject areas do I expect to have my best achievement?

Seventh Grade	Eighth Grade
_____ English	_____ English
_____ Math	_____ Math
_____ Social Studies	_____ Social Studies
_____ Others (list)	_____ Others (list)
_____	_____
_____	_____
_____	_____

3. Which subject areas do I expect to enjoy most?

This Year	Next Year
_____ English	_____ English
_____ Math	_____ Math
_____ Social Studies	_____ Social Studies
_____ Others (list)	_____ Others (list)
_____	_____
_____	_____
_____	_____

4. In which of the following subjects will I have my best record in Grade 9? (Make predictions.) Which will I enjoy most?

Best Record	Most Enjoyable
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5. What type of high school program am I aiming for? Do I include courses which will prepare me for college? _____ Apprenticeship training? _____ Business or technical school? _____ For a job upon high school graduation? _____

_____ Business Education	_____ Communication
_____ Data Processing	_____ Metals/Machines
_____ Electronics	_____ Others
_____ Food Preparation	_____
_____ Woodworking	_____
_____ Graphic/Commercial Arts	_____
_____ Health Occupations	_____

EDUCATIONAL PLANNING SHEET - GRADE 9

Based on your present knowledge, state the courses you intend to take in each of your senior high school years. Do not list more than six subjects for any one year. Code your list: star (*) those in which you expect your best achievement; check (✓) those you expect to enjoy most.

Tenth Grade

_____

_____

_____

_____

_____

_____

Eleventh Grade

_____

_____

_____

_____

_____

_____

Twelfth Grade

_____

_____

_____

_____

_____

_____

Based on present knowledge, state your career goals (remember leisure time as well as employment):

_____

_____

_____

_____

_____

TEST YOUR OWN CAREER APTITUDES

Name _____ Date _____

I. What my school record shows. (Use words such as good, fair, poor or grades.)

A. Achievement in English _____

B. Achievement in social studies _____

C. Achievement in science _____

D. Achievement in math _____

E. Name two favorite school subjects

1. _____ Grade _____

2. _____ Grade _____

II. School activities (sports, plays, journalism, etc.)

My favorite school activity is _____

It interests me because _____

_____

III. My favorite hobbies (skiing, carpentry, photography, reading, etc.) are:

A. _____

B. _____

C. _____

IV. What is my favorite activity outside of school and work (play ball, watch TV, tinker with car, etc.)?

A. _____

B. _____

C. _____

V. What skills do I have?

A. _____

B. _____

C. _____

VI. If I could, I would like to follow this course of study or special training (business subjects, aviation, mechanical drawing, music, etc.):

_____

VII. People have sometimes said that I'm good at a special thing (getting along with people, acting in a play, speaking, playing the piano). It is ...

_____

VIII. Members of your family have suggested a particular career to you. It was ...

_____

How do you feel about this suggestion?

_____

IX. I have often thought that I would like to do _____

for a living, because _____

_____

I have been interested in it since _____

X. I would like more information about these occupations or fields of work:

_____

_____

XI. I have held these part-time jobs:

A. _____

B. _____

XII. Different jobs require different types of reading.

A. When I read the newspaper, I read these parts: _____

_____

I read newspapers daily _____; most days _____; once a week _____;

rarely _____; never _____.

B. I read these two magazines most often:

_____

_____

C. I have read and expecially enjoyed these three books (outside of school books):

_____

_____

_____

XIII. I especially enjoy these TV or radio programs:

_____

_____

XIV. The activities which I have checked especially interest me. I like them because:

A. _____ Working outdoors _____

_____

B. _____ Writing _____

_____

C. _____ Using tools _____

_____

D. _____ Meeting many people _____

_____

E. _____ Making speeches _____

_____

F. _____ Doing new things all the time _____

_____

G. _____ Write your own special interest. _____

_____

CAREER DEVELOPMENT TEST, GRADES 7 AND 8

Use the space provided to answer the following questions (T = true, F = false), or fill in the blanks with the letter of the correct phrase.

_____ 1. Choose the most important job from the following:
a. Bricklayer
b. Engineer
c. Custodian
d. All of them

T F 2. Our world of work is becoming more and more interdependent.

T F 3. Our world of work is moving to less division of labor.

T F 4. Age is not a factor when seeking employment in industry.

T F 5. School grades count for admission to trade and technical schools or colleges.

_____ 6. Each individual because of special abilities, talents, and interests is best suited for:
a. One single job
b. All jobs
c. A cluster of jobs
d. Any job of interest

T F 7. Absence or tardiness in school doesn't hurt your job chances.

T F 8. Math is not important if you're going to trade school.

T F 9. The payment of Social Security is required of most workers.

T F 10. Usually people remain on the same jobs for their entire lives.

T F 11. Personality factors have much to do with job dismissals.

T F 12. An agenda is a plan for a group meeting or project.

T F 13. When you "brain storm" ideas, each contribution should be included as it is mentioned.

_____ 14. To work effectively in a group, the things we might have to change are:
a. Our hobbies
b. Some of our ideas
c. Our friends
d. Where we live

T F 15. In democratic group decision-making everyone's opinion is considered.

T F 16. Groups usually divide the work according to the skills and knowledge of their members.

T F 17. In order to be a group the members must share some of the same interests and goals.

T F 18. Group leaders usually don't take part in what the group members are doing.

T F 19. Leaders are sometimes selected because of their "expert" knowledge.

Do you agree or disagree with the following statements? Write A or D beside the number for each statement, then explain your answer in a sentence or two.

OR

After you have finished this "Career Development Test," join a group of other students to discuss your reactions to these statements.

A D 20. Why worry about choosing a job when you don't have anything to say about it anyhow?

A D 21. Good luck is more important than hard work for success.

A D 22. A student is largely responsible for his/her own school success.

A D 23. A student's resources for planning include his time, skills, money and effort.

A D 24. A student's use of leisure time has little to do with his educational and occupational future.

A D 25. One of the steps in personal decision-making is considering what might follow certain courses of education.

A D 26. Personal planning and career decision-making is a life long process.

CAREER DEVELOPMENT TEST, GRADES 7 AND 8

KEY

1. d
2. T
3. F
4. F
5. T
6. c
7. F
8. F
9. T
10. F
11. T
12. T
13. T
14. b
15. T
16. T
17. T
18. F
19. T
20. D
21. D
22. A
23. A
24. D
25. A
26. A

Written Explanations:

20. D - You do have something to say about it! Careful choice of high school courses, plus exploration of career opportunities which meet your needs and interests will lead you toward selection of a satisfying job.

21. D - Luck can play an important part in "instant success," but most successful people achieve their positions through consistent, hard work.

22. A - Accepting responsibility for meeting assignments, working with teachers and other students, and choosing courses carefully will help guarantee student success.

23. A - Your most important planning resources are within you!

24. D - The interests and abilities you develop on your own time are an important indicator of job interest. Your play and work habits have a strong influence on educational success.

25. A - Although we can never be really sure what the consequences of our actions will be, we must always consider them.

26. A - It is never too early to begin thinking about career possibilities and planning for development of personal skills.

AS OTHERS SEE ME

This is a self-rating sheet. It is not intended to be compared with anyone else's rating, or to be graded. Use it as a checklist of personal habits. Your appearance and actions make a strong impression on others, and that impression influences your chances of getting and keeping a job, as well as getting and keeping friends.

Rate yourself: A - Always U - Usually S - Sometimes N - Never

_____1. My clothes and hair are clean and well cared for.

_____2. I have a shower or bath frequently.

_____3. I stand and walk to show pride in myself.

_____4. I keep my teeth clean and my breath fresh.

_____5. I try to have a pleasant expression most of the time.

_____6. I look ahead when I walk and look at people when they talk to me.

_____7. I do things for other people without expecting a favor in return.

_____8. I remember the names of people to whom I am introduced.

_____9. I am careful not to intrude in things that don't concern me.

_____10. I respect the feelings of others and try to avoid putting people down or embarrassing them.

_____11. I remember to let people know when I appreciate their efforts and kindness to me.

LEARNING FROM A GUEST SPEAKER

SPEAKER _____

CAREER AREA _____

1. Did you know anything about this career before you heard this speaker?

2. If you answered yes to question 1, what was the source of your information?

3. What were the main points of the speaker's discussion?

   a.

   b.

   c.

4. Do you still have questions that were not answered during the speaker's presentation? What are they?

5. Would you like to find out more about this career?

6. Do you have any recommendations for future speakers?

USE THIS SHEET TO TAKE NOTES DURING A FIELD TRIP AND TO WRITE DOWN QUESTIONS YOU MAY WANT TO ASK.

1. Name of the organization or company visited _____
2. Occupation of person visited _____
3. What are the working hours for this job? _____
4. What is the starting salary? _____
5. What are the fringe benefits? _____
6. What are the possibilities of advancement? _____
7. What are some of the related jobs? _____

_____

8. Write a short summary of your field trip experience. _____

_____

_____

_____

9. Did this visit help you make a decision about a career? If yes, why?

_____

_____

LIST OF QUESTIONS YOU MAY WANT TO ASK ON AN INTERVIEW:

1.
2.
3.
4.
5.
6.
7.
8.
9.

Name _____

HOW ARE YOUR WORK HABITS?

Listed below are common employee traits desired by employers. In the blank rate yourself: A - Always; U - Usually; S - Sometimes; N - Never

_____ Works accurately

_____ Does neat work

_____ Sees the job through (does not quit because it gets difficult)

_____ Always proceeds in an orderly manner

_____ Cooperates with others

_____ Gets to work on time

_____ Proper conduct

_____ Is cheerful

_____ Accepts criticism

_____ Cares for equipment (books, desks, etc.)

_____ Uses equipment properly

_____ Economical use of materials (doesn't waste things)

_____ Follows orders and instructions

_____ Acts promptly

_____ Is rarely absent

_____ Uses safety and health precautions

_____ Practices cleanliness and grooming

Which of the above do you think is the very most important? Explain.

List the next four in their order of importance, writing a sentence to explain why you think each of them is important.

20

LOOKING AT CAREER CLUSTERS

Occupations can be grouped into several different categories, families or clusters. When looking at the wide variety of career possibilities, the best way is to start by looking at these broad fields of work.

Use your library or career center resources* to see how occupations can be grouped into categories or clusters. Then choose at least <u>two</u> and answer the questions on this worksheet.

These resources will help you:

A Bird's-Eye View of Occupational Clusters**
King Popeye comics
CHOICE Unit #16: Career Cluster Supplement**
Job cluster filmstrips and tapes

1. Tell why you think the jobs in this cluster are grouped together:

_____

_____

2. Name 2 jobs in this cluster you think you might like:_____

_____

3. Name 1 job in this cluster that is new (or almost new) to you:_____

_____

4. Name 1 job that requires 4 years college training_____

_____; name 1 job that requires only a high school diploma_____;

name 1 job that requires junior college or specialized training_____

_____.

*To the Teacher: If no career resources are available at your school, contact Janet Wells, County Schools Office, about possible scheduling of Mobile Career Center.

**To the Teacher: This pamphlet is available at the Office of Kern County Superintendent of Schools.

INVESTIGATING CAREERS

Think of an occupation that you would like to know more about. Then ask for help in locating some of these sources to find out more about it:

Occupational Outlook Handbook
Career Center pamphlets and brochures
Occupational briefs
Filmstrips and tapes

Use the materials you have read to complete this worksheet.

Title of job:_____

1. What duties can you expect to perform on this job?

_____

_____

_____

2. Working conditions:

a. Is it mainly an outdoor job or an indoor job?_____

b. Do you work in one place or in several?_____

c. Do you work mainly with people or with things?_____

d. Is it primarily a standing or a sitting job?_____

e. Will you have to provide any special clothing or equipment?_____

_____

f. List any physical danger involved in the job._____

_____

3. What are the chances of getting a job in this field at the present?___

_____In the future?_____

4. Pay:

a. What is the starting salary?_____

b. What is the top salary?_____

c. Would you expect a lot of overtime?_____

d. Does the job require you to work primarily during the day or could you be required to work at night?_____

_____

5. Some of the fringe benefits you would get, in addition to your paycheck, might include:

_____paid vacation

_____paid health insurance

_____paid college tuition

_____free transportation

_____paid dental insurance

_____advanced training

_____social club or sports

_____club membership

_____free lunches

_____uniforms supplied

6. How much schooling is required to qualify for this job?_____

_____

7. What kind of training is required to qualify for this job?_____

_____

8. This job also required that you have:

_____good physical health

_____good eyesight

_____manual dexterity

_____a clear record

_____a driver's license

_____ability to stand for long periods of time

_____a pleasant personality to work with people

_____the ability to write and speak English clearly

_____United States citizenship

9. What positions can you advance to from this job?_____

_____

10. What is required for promotion?_____

_____

11. If this job did not exist, how would this affect the community?_____

_____

_____

QUESTIONS FREQUENTLY ASKED DURING THE EMPLOYMENT INTERVIEW

Read these questions which employers frequently ask prospective employees. Think of the answers you might give to each one. Practice the interview situation with a friend; take turns asking and answering the questions. You may want to tape record your answers so that you can hear what you have said.

1. What are your future plans?
2. In what school activities have you participated? Why? Which did you enjoy the most?
3. How do you spend your spare time? What are your hobbies?
4. Why do you think you might like to work for our company?
5. What jobs have you held? How were they obtained and why did you leave?
6. What courses did you like best? Least? Why?
7. Why did you choose your particular field of work?
8. How did you spend your vacations while in school?
9. What do you know about our company?
10. What qualifications do you have that makes you feel you will be successful in your field?
11. What extracurricular offices have you held?
12. How do you feel about your family?
13. Do you prefer any specific location? Why?
14. What do you think determines a person's progress in a company?
15. What personal characteristics are necessary for success in your chosen field?
16. Why do you think you would like this particular type of job?
17. Tell me about your home life during the time you were growing up.
18. Do you prefer working with others or by yourself?
19. What kind of boss do you prefer?
20. Are you primarily interested in making money or do you feel that service to your fellow men is a satisfactory accomplishment?
21. Can you take instructions without feeling upset?
22. What have you learned from some of the jobs you have held?
23. Do you feel you have done the best scholastic work of which you are capable?

24. How long do you expect to work?

25. Do you have difficulty getting along with fellow students and teachers?

26. What is the source of your spending money?

27. Have you saved any money?

28. Do you have any debts?

29. Do you like routine work?

30. Do you like regular hours?

31. What size city do you prefer?

32. What is your major weakness?

33. Define cooperation.

34. Do you demand attention?

35. Do you have an analytical mind?

36. Are you eager to please?

37. Are you willing to go anywhere the company sends you?

38. What job in our company would you choose if you were entirely free to do so?

39. Is it an effort for you to be tolerant of persons with a background different from your own?

40. What types of books have you read?

41. What are your special abilities?

42. Have you ever tutored an underclassman?

43. What about overtime work?

44. What kind of work interests you?

45. Do you think that grades should be considered by employers? Why or why not?

46. What have you done which shows initiative and willingness to work?

Name _____ Date _____

INVESTIGATING CAREERS THROUGH BOOKS

Choose a book which seems to relate to a career that interests you. This book may be fiction, biography, nonfiction.

Title of book _____

Author _____

Describe how this book relates to a career that interests you.

_____

_____

_____

_____

Describe here three specific things (salary, working conditions, hours, etc.) about the career that you learned from the book.

1. _____

2. _____

3. _____

Give a very brief description of the book.

_____

_____

_____

_____

Was this book helpful in giving you new information about some possible career? State why or why not.

_____

_____

_____

_____

Instructions: A PERSONAL DATA SHEET is a list of essential facts about you. It gives a prospective employer most of the information he/she needs to know written down in one place in an easy-to-read form. You should always have a personal data sheet ready when you apply for a job. Fill out this sample sheet now.

1. NAME: _____

Address: _____ (Photo)

_____ Zip _____

Phone: _____ Soc. Security _____

Birthdate _____ Birthplace: _____ Ht. _____ Wt. _____

2. EDUCATION:

Jr. H.S. _____ Address _____ Graduated _____

Sr. H.S. _____ Address _____ Dates _____

Courses, major subjects, special subjects Graduated _____

_____

School activities, clubs, committees, offices

_____

Special skills, awards, honors, recognition

_____

3. EXPERIENCE: (Full-time, part-time, or volunteer jobs)

Present job: _____ _____
(Title) (What you do)

Employer _____ Address _____ Phone _____

Previous jobs: 1. _____ _____
(Title) (What you did)

Employer _____ Address _____ Phone _____

2. _____ _____
(Title) (What you did)

Employer _____ Address _____ Phone _____

4. REFERENCES: (Persons, not related, who know you personally and your ability to work.)

Name _____ Name _____

Address _____ Address _____

Occupation _____ Occupation _____

Phone _____ Phone _____

SAMPLE APPLICATION FORM

1. NAME (Mr.) (Mrs.) (Miss) (Ms.) _____ (last) (first) (middle) Social Security Number _____

2. HOME ADDRESS _____ Telephone Number _____

3. SEX _____ DATE OF BIRTH _____ MARITAL STATUS _____

4. PLACE OF BIRTH _____ CITIZENSHIP _____

5. LENGTH OF RESIDENCE IN CALIFORNIA: _____

6. HAVE YOU SERVED IN THE ARMED FORCES? _____ WHAT BRANCH _____

7. FATHER'S NAME _____ CITIZENSHIP _____

8. MOTHER'S NAME _____ CITIZENSHIP _____

9. OCCUPATION OF FATHER _____ OCCUPATION OF MOTHER _____

10. NAMES AND AGES OF BROTHERS AND SISTERS _____

_____

11. IF LIVING WITH A GUARDIAN, GIVE HIS NAME, ADDRESS, OCCUPATION, AND RELATION TO YOU:

_____

12. PRESENT STATE OF HEALTH _____ HEIGHT _____ WEIGHT _____

13. HAVE YOU ANY PHYSICAL DEFECTS: YES _____ NO _____ IF "YES," PLEASE EXPLAIN: _____

14. WHEN WAS YOUR LAST PHYSICAL EXAMINATION BY A DOCTOR: _____

15. HAVE YOU EVER BEEN TREATED FOR AN EMOTIONAL ILLNESS? YES _____ NO _____

IF "YES," PLEASE EXPLAIN: _____

EMPLOYMENT RECORD

16. List your last three employers, with the most recent first:

NAME	ADDRESS	TYPE OF WORK	DATE STARTED/LEFT

17. List the names and addresses of two references (supervisors or teachers) with whom you have worked:

_____

_____

18. Have you worked for this company before? _____ Have you applied here before? _____ Will you work nights if this is necessary? _____

SCHOOL RECORD

School	Location	Years Attended	Degree

CAREER CENTER ACTIVITIES
Pretest and Post Test

The statements below are expressions of many different ideas or attitudes toward choosing a career. Your responses to these statements will help you to discover how much you know about the process of career planning.

If you agree or mostly agree with the statement, write T in the blank beside the number. If you disagree or mostly disagree, write F.

____1. Once you choose a job, you can't choose another one.

____2. In order to choose a job, you need to know what kind of person you are.

____3. A person can do any kind of work he wants as long as he tries hard.

____4. I'm not going to worry about choosing an occupation until I'm out of school.

____5. The greatest appeal of job to me is the opportunity it provides for getting ahead.

____6. Knowing what you are good at is more important than knowing what you like in choosing an occupation.

____7. Your parents probably know better than anybody which occupation you should enter.

____8. If I can just help others in my work, I'll be happy.

____9. Why try to decide upon a job when the future is so uncertain?

___10. It's probably as easy to be successful in one occupation as it is in another.

___11. By the time you are 15, you should have your mind pretty well made up about the occupation you intend to enter.

___12. It doesn't matter which job you choose as long as it pays well.

___13. The best thing to do is to try out several jobs and then choose the one you like best.

___14. There is only one occupation for each person.

Pretest and Post Test - Key

1. F - Choosing a job is a gradual thing. Many students change their minds about job choice as their education progresses. Think of choosing a particular group or cluster of jobs which interests you.

2. T - No one job is right for everyone. Personal choice is important and that means knowing yourself first.

3. F - It really isn't that simple! Knowing that you can be successful at something is just as important as knowing that you want to do it.

4. F - By then, your choice of high school courses may have made entry into some occupations very difficult. Choosing the right high school courses is a first step toward choosing an occupation.

5. F - Sometimes people feel "stuck" in a job where money is the only reward. What other rewards might you look for in a job?

6. F - Both are very important.

7. F - No one can make that decision as well as <u>you</u> can!

8. F - Helping others is an important part of working for many people, but working conditions, lifestyle, recognition are a few other important considerations.

9. F - Preparing yourself for the future is one way to lessen the uncertainty. If you have goals for the satisfactions you want from a career, and know your own abilities and interests, you will be better prepared to fit into the future.

10. F - Your unique interests and abilities have an important effect on your chances for job success.

11. F - You won't need to be "narrowed down" to a single occupation at 15! It does help if you know what groups or <u>clusters</u> of occupations interest you most and plan your educational program around these.

12. F - You may be stuck with hours, activities or working conditions that will make you very unhappy, even though you are financially comfortable.

13. F - You will waste a lot of valuable time that way! Work experience programs and summer jobs can give you good ideas about the kind of work you will enjoy; so will high school courses.

14. F - Most people can feel satisfied in one of many occupations.

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PART II - TASK CARDS

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INSTRUCTIONAL STRATEGY

These following career-related activities are for individual students or small groups of students working in the Career Center. They can be duplicated, cut from the pages, perhaps pasted on 3x5 cards, and filed with headings from the proper subject.

There is much overlap between activities in various subject matter areas; students may stay in a given area, or sample from all, according to their needs and instructions from the teacher.

Some cards involve several students working together; others suggest small-group discussion. These discussions can be held in the Career Center or the classroom. Each student's folder may contain a record of the activities he/she has indicated by each of his/her cards. This folder would then be available to his/her teacher.

MATHEMATICS

MATH - 1

Using the paycheck form on the reverse side of this card, compute the following:

1. The person's gross earnings
2. The amount of federal income tax withheld
3. Social Security
4. C.T.A. (Union dues)
5. Health insurance
6. Net take home pay

MATH - 1 (Reverse)

Kern County Schools

ISSUE DATE MO. DAY YR.	PAY PERIOD ENDING MO. DAY YR.	DELIVERY DEPT CTR
06 02 75	09 31 75	308

GROSS EARNINGS	FEDERAL WITHHOLDING	STATE WITHHOLDING	SOCIAL SECURITY	RETIREMENT	TOTAL OF OTHER DEDUCTIONS	NET EARNINGS
132800	23256	5149	00	10624	22593	71128
TAXABLE YTD GROSS EARNINGS	**YTD FEDERAL WITHHOLDING**	**YTD STATE WITHHOLDING**	**YTD SOCIAL SECURITY**	**RETIRE SYSTEM**	**WARRANT NUMBER**	**PAYROLL NUMBER**
827809	147517	31194	00	STRS	16-712484	CM11

SOCIAL SECURITY NUMBER	EMPLOYEE NAME
434583929	

DEDUCTION DESCRIPTION	AMOUNT
Insurance	1393
CREDIT UNION	20000
CTA	1100
CSA	100

MATH - 2

More and more women are working outside the home. Does your mother?

Make a list of the extra expenses a family has when both parents work outside the home.

Estimate how much might these extra expenses cost in a month. Add up this list.

MATH - 3

What does "working on commission" mean?

What kind of jobs do people frequently work "on commission"?

Talk to a worker and find out how much money he/she earns through commissions.

Would you rather work for a salary or commission?

Write your answers, OR participate in a class discussion on this topic.

MATH - 4

Have you ever been paid to do a job?

Describe the type of work you did.

Compute how much money you earned.

How did you spend or save your earnings?

Write your answers.

MATH - 5

How much money do you spend each day?

List the items for which you spend money and the cost of each.

Did you earn the money on a job, or is this money that was given to you?

Write your answers.

MATH - 6

You are earning a salary of $10,000 per year. Compute your salary on an hourly basis (8 hour day), monthly and bi-monthly basis.

How much money would you earn in each case?

Write your answers.

MATH - 7

You have a family of two and take-home pay of $800.00

Prepare a budget for the month. Include rent, utilities, food, transporation, insurances, clothes, entertainment, etc.

MATH - 8

Compare three salaries for jobs listed in the want-ads. Explain the possible reasons for different salaries.

Write your answer <u>OR</u> share your discoveries in a class discussion.

MATH - 9

If you received $75.00 a week salary, how much would you receive in a month?

If taxes take out approximately 10%, how much "take-home pay will you have per week?

Write your answers.

CONSUMER & FAMILY - 1

Does your school have both girls and boys enrolled in food and clothing classes?

If so, interview one of the teachers involved. Ask that person to compare the boys' progress to the girls'. Ask students in the class about its benefits.

Record the interviews on tape or in writing.

CONSUMER AND FAMILY STUDIES

CONSUMER & FAMILY - 2

Did you know that more people lose their jobs because they can't get along with the people they work with than for any other reason?

Do you think that the way a student gets along with other students indicates how he/she will get along on a job?

Explain why or why not <u>OR</u>

Act out a "now" and "then" situation depicting school and job situations.

CONSUMER & FAMILY - 3

How do you see yourself in the future?

What occupations do you expect to have?

Do you plan to have children? How much money per month do you feel you will need?

CONSUMER & FAMILY - 4

What should you have ready to take with you to an interview for a job?

How should you be dressed for most interviews?

List four other things you can do to prepare for an interview.

Write your answers.

CONSUMER & FAMILY - 5

You have $5.00 and must plan and prepare a balanced meal for four people for that amount of money.

List the items you would purchase. Don't go over your limit.

(You may need to refer to grocery ads or make a trip to the supermarket.)

CONSUMER & FAMILY - 6

Can the work contributions of women be equal to those of men?

What are your ideas on this subject?

Debate this statement with another student before the class.

CONSUMER & FAMILY - 7

Make a list of all the jobs you do (paid or unpaid) in one week.

CONSUMER & FAMILY - 8

Interview a favorite <u>past</u> teacher to discuss (honestly) why that teacher chose this particular profession.

Write about what you learned

OR

Report to your class.

CONSUMER & FAMILY - 9

What is social security?

What is a social security card?

For what reason should I get a social security card?

How old must I be?

Does it cost money to get one?

Write your answers to the above questions. Apply for a social security card if you do not already have one.

CONSUMER & FAMILY - 10

Write about a world that would be perfect in every way. (A utopian society)

Make a list of the occupations that would no longer be needed if the world were perfect.

CONSUMER AND FAMILY - 11

Interview one of the workers on campus: gardner, custodian, secretary, T.A., teacher, counselor, cafeteria cook, principal.

Find out what they may have taken in high school (or other) to prepare them for their job.

Share your discoveries with other members of your class.

CONSUMER & FAMILY - 12

Some of the needs which working people hope to have filled on their jobs are:

Economic security
Recognition of good work
Creativity

Are these needs important to you now?

As a student, how do you get these needs fulfilled at school?

Write your answers OR

Share them in a discussion with a small group of other students.

CONSUMER & FAMILY - 13

What are your work habits?

If you have a homework assignment which is quite important to you, how do you go about doing the work? Trace your steps from beginning to end. Where do you go to do this work? What time of day is it? How much time do you allow for the work? What kind of materials do you use? How do you feel when you begin? When you finish?

Write your answers.

CONSUMER & FAMILY - 14

Ask five women who are working at your school to tell the reasons why they are working.

Write their answers down.

How many different reasons did they give?

CONSUMER & FAMILY -15

THEN NOW

List the major types of occupations women had 100 years ago, (Then) and in the present (Now).

Write five reasons why you think these changes have taken place.

SOCIAL STUDIES - 1

Sometimes people show their status in the way they dress. For example, consider the white jackets of doctors.

Think about other styles of dress that show people have power or status.

With your classmates, make a list of "Clothes with Status". Hang it in your classroom so all members can write their ideas.

SOCIAL STUDIES - 2

Should women who have babies stay home from work?

How long should women stay at home?

How much child care time should the father contribute if the mother works?

Discuss your ideas with a working mother, and share.

SOCIAL STUDIES - 3

Define a "code of ethics". (Use a dictionary if necessary.)

What does that mean to the person on a job?

Write a code of ethics for a job you now hold or would like to hold in the near future.

SOCIAL STUDIES - 4

Sometimes the different types of authority conflict in a school. For example: between teacher-student, student-student, teacher-teacher, teacher-administrator.

Choose one of these pairs. Write about the ways in which they could have problems getting along. OR

Act out one of these conflicts with another student.

What are some ways in which they could communicate better? Demonstrate these.

SOCIAL STUDIES - 5

Below are listed some of the ways in which people achieve power:

A. A job position-elected or appointed
B. Personality
C. Money
D. Knowledge
E. Force (through fear, weapons, etc.)

Which are the powerful students in this school? By which means did they achieve their power?

SOCIAL STUDIES - 6

An employer states a preference for someone of a specific age, sex, appearance, marriage status, race, etc.

Does he have this right?

When?

SOCIAL STUDIES - 7

Alcoholism among teenagers
Hard drug addiction
Over populations
Energy crisis
Inflation

The above are some of the major social problems of today.

Write down occupations which might help to eliminate these problems.

SOCIAL STUDIES - 8

Are opportunities for a black person to go into business for himself as numerous today as in the early 1900's?

Where could you find information which would help to answer this question?

SOCIAL STUDIES - 9

Make a list of obsolete jobs (jobs which are no longer in existence).

1. Use historical sources, social studies books, etc.

2. Talk to older people.

3. Use old print material.

SOCIAL STUDIES - 10

List all the jobs that you think social studies classes will prepare you for.

Explain why you feel this way. Give the list to your social studies teacher.

SOCIAL STUDIES -11

In 1857 a Chicago department store had the following rules for its employees:

1. Store hours: 6:00 a.m. to 9:00 p.m.

2. Each employee must pay not less than $5.00 per year to the church and must attend Sunday Services regularly.

3. Men employees are given an evening a week for "courting" and two if they go to the prayer meeting.

Would you work in a store which had such rules? Write about it.

SOCIAL STUDIES - 12

Is it really possible to go from rags to riches in America today?

What do you think about this topic?

Name ten people who did.

Name ten people who didn't.

SOCIAL STUDIES - 13

Is more accomplished through competition or through cooperation?

How do you feel about this question?

In which situation do you work better?

Is the work in this class completed through competition or through cooperation?

Write about your ideas OR

Share your thoughts in a class discussion.

SOCIAL STUDIES - 14

Rank the following values in the order of their importance to you:

Security
Wealth
Independence (being your own boss)
Helping others
Power (over others)
Recognition (being known for your good work)
Justice (fairness)
Knowledge
Beauty
Health

BUSINESS

BUSINESS - 1

List the following in their order of importance to you:
(1 being the highest and 6 being the lowest)

Family life and marriage	Interests (doing what I like to do)
Successful job	Helping people
Money	Social importance

Type your list, adding to the first two, a description of their significance in your life.

BUSINESS - 2

You have just been hired to sell subscriptions to a magazine (you choose one). Rehearse a "sales pitch" you will use to convince someone to subscribe to your magazine. Choose someone in class to help you act out this scene. Ask this person to evaluate your sales pitch.

BUSINESS - 3

1. Get the "Classified Ad" section of the newspaper.
2. Choose three ads from the "Help Wanted - General" section.
3. Cut out each ad and paste it on paper.
4. Explain briefly why these ads attracted you.

BUSINESS - 4

Below are listed the "slang" names for various jobs. Write the slang term and next to it, write the legitimate name for this occupation.

Cop; grease monkey; straw boss; shrink; leatherneck; saw bones; frogman.

Add two more occupations for which you know both the slang term and the legitimate name.

BUSINESS - 5

You are a personnel employer working for a school district.

You are looking for new teachers to hire (for your school). Make up a list of questions you will want to ask the people seeking teaching jobs.

BUSINESS - 6

Make list of all the things you would like an employer to know about you. Remember: You are trying to sell <u>yourself.</u> Include only positive statements.

BUSINESS - 7

Pair up with another student and take turns interviewing each other for a job. Be conscious of posture, speech, mannerisms, manners, appearance, etc.

BUSINESS - 8

Your boss asks you to stay late to do some typing for him. You have a very important date.

What will you do?

Act out this scene.

BUSINESS - 9

Type a letter to your teacher in which you list your ten best qualities.

Give the letter to your teacher.

ART

ART - 1

Design your own report card for the next school year.

Without using a letter grade, write a description of what you think you can achieve in each subject.

ART - 2

Make a collage of women's occupations in the 1970's.

ART -3

Thoreau wrote: "If a man does not keep pace with his companions, perhaps it is because he hears a different drum."

What does this statement mean to you? Make a poster to display its meaning.

ART - 4

Which of the following do you hope your job will do for you:

1. Permit me to be creative.
2. Permit me to be helpful to others.
3. Allow me to work with people rather than things.
4. Let me work with things rather than people.
5. Give me status and prestige.
6. Provide me with a chance to earn much money.
7. Give me a stable, secure future.

Draw a picture of your hopes!

ART - 5

Look for photographs or illustrations in magazines of three or more categories listed below. Cut them out and paste on paper.

Bankers	Elected officials
Professors	Librarians
Fathers	Sheriffs
Mothers	Gas station attendants
Servants	Ministers, preachers

Decide to what degree each picture is a stereotyped view of each person. How can stereotypes be harmful?

ART - 6

Look for photographs or illustrations in magazines of three or more categories listed below. Cut them out and paste on paper.

Teacher	Policeman	Scientist
Teen-ager	Store clerk	Hobo
Criminal	Musician	Housewife

Decide to what degree each picture is a stereotyped view of each person. How can stereotypes be harmful?

ART - 7

Draw posters of two people whom you feel are good models of success or achievement. You may use pictures cut from newspapers or magazines.

ART - 8

Draw a self-portrait.

Then answer these questions:

A. How do you see yourself?

B. What traits or skills do you have that you like?

C. What traits or skills would you like to develop?

ART - 9

You want to major in art in college. List ten jobs for which an art major would be helpful.

SCIENCE/HEALTH

SCIENCE/HEALTH - 1

Is it possible that this automated age will out-mode people to the point that machines rather than people will be in control of the world?

Read an article-fact or fiction-about machines. Write your reaction to that article.

OR

Write a brief science fiction sketch: THE DAY THE MACHINES TOOK OVER

OR

Draw your ideas about the same title.

SCIENCE/HEALTH - 2

Define automation, cybernation.
(Use a dictionary!)

Write down your definition.

SCIENCE/HEALTH - 3

Some of the reasons people are fired from jobs are listed below:

Inability or refusal to follow instructions
Laziness
Unexplained or frequent absences
Tardiness
Carelessness

Are any of these traits which you feel you might have? Have they ever caused you problems?

List the above traits you have. How would you like to overcome them? You do not need to turn in this list--just show your teacher that you have completed it.

SCIENCE/HEALTH - 4

Fill in occupations where the following physical characteristics are especially important.

A. Hearing _____

B. Eyesight _____

C. Height _____

D. Voice _____

E. General Health _____

SCIENCE/HEALTH - 5

Some of the environmental conditions which have good effects on workers are:

Plenty of light
A chance to work at your own speed
Friendly fellow workers

Do you have these things here at school?

Join a small group of other students to talk about these needs and how you might get them if you don't.

SCIENCE/HEALTH - 6

What will the world be like twenty years from now?

What kinds of jobs will be available?

Write down your ideas about this topic.

OR

Discuss your ideas about this topic with a small group of other students.

SCIENCE/HEALTH - 7

What is life insurance?

What is health insurance?

Where would you go to find out this information?

Does a junior high student need either kind of insurance?

Bring some information about insurance to your class.

SCIENCE/HEALTH - 8

Should a woman who has a career in professional sports receive the same pay as a man in the same sport?

Poll the class members to find out their opinions.

SCIENCE/HEALTH - 9

List five occupations which require physical strength.

SCIENCE/HEALTH - 10

What are some of the major problems that all of us face in the world today?

Which occupations might help to put an end to these problems?

Write down your answers.

SCIENCE/HEALTH - 11

Which of the following do you feel has made you the person you are today.

Heredity? Environment? Family Life? Travel? Position in the family?

Write about your ideas.

Define heredity and environment as it relates to people.

SCIENCE/HEALTH - 12

1. Pierre and Marie Curie performed 5,677 experiments in the discovery of radium.

2. James Watt worked 20 years on his steam engine.

3. Noah Webster labored on his dictionary for 36 years.

Use an encyclopedia or biographies of inventors to find one other example of people who worked for long periods of time before achieving success. Share their stories with the class.

Think about: How long would you try to work at a project without giving up?

SCIENCE/HEALTH - 13

Write a job description for a position in the year 2170.

SCIENCE/HEALTH - 14

List all the jobs that you think <u>science</u> classes will prepare you for.

ENGLISH/READING - 1

Write an autobiography of your life up to this time.

Emphasize the good points about yourself, your talents and potentials, and the ways in which you could improve.

ENGLISH/READING - 2

Develop and write a resumé listing the major things about yourself that you believe would be of interest to any employer.

ENGLISH/READING - 3

Which is the school subject you find most interesting?

Write a short paper explaining why this subject interests you and put it in that teacher's mail box.

ENGLISH/READING - 4

Which subject in school (if any) do you feel will be the most helpful to you in getting a job?

Write a paragraph explaining your choice.

ENGLISH/READING - 5

Answer the following on a separate piece of paper:

1. The highest grades I received last year were in _____.
2. The subjects I worked the hardest in were: _____.
3. My grades and study habits tell me _____ _____.
4. My reading skill affects my grades by _____ _____.
5. I usually get my lowest grades in _____.

ENGLISH/READING - 6

Choose the five words which best describe you:

Confident	Talkative	Hungry	Enthusiastic
Friendly	Determined	Lazy	Handsome
Honest	Worried	Nervous	Lonely
Jealous	Happy	Tired	Mature
Naive	Upset	Afraid	Serious
Sickly	Quiet	Cheerful	Angry

How do you feel about the picture of yourself which these words give? Choose the one that describes your life best and write a brief paragraph about you and that description.

ENGLISH/READING - 7

Write out a plan of the classes you hope to take during the three years of high school.

What skills or abilities do you expect to acquire through these classes? Code your list:

R - required
F - something my family wants me to take
C - something my counselor wants me to take
M - important for me!

ENGLISH/READING - 8

"Good grades are necessary for success."

Do you agree or disagree? Explain in a paragraph.

OR

Find a classmate who disagrees with your position, and discuss this in front of the class.

ENGLISH/READING - 9

Write a paragraph on:

THE MOST IMORTANT SUBJECT IN SCHOOL IS. . .

OR

Form a panel discussion on this topic with several friends who have ideas different from yours. Present the discussion to your class.

ENGLISH/READING - 10

List the electives you are taking this year.
Tell your reasons for taking each one.

ENGLISH/READING - 11

If you could attend an ideal high school what would it be like? What kind of people would go to this school? What would you like to learn? What would you like this school to prepare you for? Where do you plan to go to high school?

Talk about this with a group of your friends. Make a list of your reactions to these questions and give it to your teacher or counselor.

ENGLISH/READING - 12

Which is more important to you?

1. Helping others, and making my community a better place to live.

   OR

2. Being well off financially, having a nice car, home or other possessions.

Write an explanation for your choice OR

Share your reactions in a class discussion.

ENGLISH/READING - 13

Find out if you can spend a day or half-day with your parent at his job. Make a written report of what you observed about this job.

ENGLISH/READING - 14

PROUD WHIP...

In a small group, students share statements beginning "I'm proud that...". Go around the group in order; anyone may pass if he/she chooses to.

Some questions to get you started:

1. What is something you are proud of that you can do on your own?

ENGLISH/READING - 15

What is "reliability"?

List <u>five</u> ways you can show reliability, on a job or in the classroom.

1.
2.
3.
4.
5.

ENGLISH/READING - 16

Find the "Position Wanted" column in the Classified Ad section of the newspaper. Read the ads.

Think of a job that you would like to have right now. Write a "Position Wanted" ad for your job.

ENGLISH/READING - 17

List those activities that you enjoy during your leisure (free) time and tell in sentences why you enjoy them.

ENGLISH/READING - 18

You need to know the meaning of the following words to help you plan your high school and college educational goals.

Prerequisite (course), semester, quarter, BA, MA, BS, Ph.D, credits, curriculum, equivalent (course), tuition, academic.

Write a simple definition for each word. Use a dictionary if you do not know the word's meaning.

ENGLISH/READING - 19

List those school subjects which you enjoy the most and explain in sentences why you enjoy them.

ENGLISH/READING - 20

Rank the following items in order. Put the thing you want most from a job first and so on.

A. Independence
B. Outside job
C. Inside job
D. Travel on the job
E. Chances to be creative
F. Opportunity to be boss
G. No responsibilities
H. Vacation

Explain your first two choices.

ENGLISH/READING - 21

List four things you think of when you hear success.

Write a paragraph on one.

ENGLISH/READING - 22

List all the jobs that you think English classes will prepare you for.

ENGLISH/READING - 23

List five positive attitudes an employee should have on a job. They may relate to the work, the employer, or the co-worker.

1.
2.
3.
4.
5.

ENGLISH/READING - 24

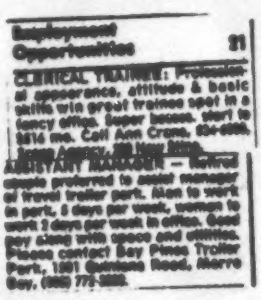
List five negative attitudes an employee should not have on a job.

1.
2.
3.
4.
5.

Do you know of an experience that you or someone else has had with negative employer attitudes? Share that experience.

ENGLISH/READING - 25

Read the jobs wanted column below. Then write a "Job Wanted" ad for yourself.



Employment Opportunities 21

CLERICAL TRAINEE: Pleasing appearance, attitude & basic skills w/a great trainee spot in a fancy office. Super bennes. start to $816 mo. Call Ann Crane, 924-6000. [illegible]

SECRETARY WANTED — Retired couple preferred to assist manager of travel trailer park. Man to work in park, 5 days per week, woman to work 2 days per week in office. Good pay along with space and utilities. Please contact Bay Pines Trailer Park, 1501 Cambria Road, Morro Bay, (805) 772-5555.

ENGLISH/READING - 26

Has anyone you know ever been fired from a job? What is the difference between being fired and being laid off from a job?

What were your feelings when you learned about the firing? Write about it.

ENGLISH/READING - 27

Define: Apprenticeship, guild, craft, journeyman.

Use a dictionary to help you.

Write down your definitions.

ENGLISH/READING - 28

Define the following terms:

open shop, closed shop, picket, strike, boycott, blacklist, scab, steward, grievance,

as they relate to the world of work. Use the dictionary to help you.

What do all of these terms have in common? Write your answers.

ENGLISH/READING - 29

Have you ever tried to do something but then decided to give it up because it was too difficult? What was the activity? How did you feel when you gave up?

Write about your experiences

OR

Draw a cartoon strip which illustrates them.

ENGLISH/READING - 30

Can you think of any reasons for doing things or taking subjects in which you are not interested?

Do you feel you learn anything by doing things you hate?

Lead your class or a small group in a discussion of this topic.

ENGLISH/READING - 31

Complete the following:

What I like most about my friends...
1.
2.
3.

What my friends like most about me...
1.
2.
3.